



http://



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Name	ID	Evaluation Start	Evaluation Type	Status	Select
Smith	10001	09/01/10	Observation	Saved	<input checked="" type="checkbox"/>
Smithson	2002	09/15/10	Preconference	Submitted	<input type="checkbox"/>

Evaluator **Teacher**

Enter name or ID Number

Search will return list with ID,s
and evaluation start dates.
User will select evaluation to
be resumed if any.

Enter missing information
in the Fields below.

Evaluator ID

Evaluator First Name

Evaluator Last Name

Evaluator Middle Initial

Evaluator School Entity ID

Evaluator District Entity ID

What type of evaluation is this:

- ☐ Pre-Conference
☒ Observation
☐ Post-Conference

Evaluator can select document
type needed. Only those
documents will appear in the
entry forms.
Only the document type selected
would be printed for field use.

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Enter name or ID Number

Evaluator

Teacher

Enter missing information
in the Fields below.

Teacher ID

Teacher Last Name

Teacher First Name

Teacher Middle Initial

Teacher District ID

Teacher District Name

Teacher School ID

Teacher School Name

Teacher Assignment

Teacher Years of Experience

1

2

3

More than 3

Unknown

Enter Evaluation Scores

Enter Evaluation Scores
will check entry for
completeness and take
user to first Rubric
Section.User can logout only after save.
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[Home](#)[Formative Cycle Report](#)[Summative Cycle Report](#)[Blog](#)**Evaluation Entry Form**Subject: Observed Grade:

Content Rubric and
Observation selected.
If User Logs in to get
Observation values,
only Observation
Elements will appear

Report Date:

Need Help

If Clear All is
selected the
decision will be
validated:
Are you sure?
Only the
elements on
this tab would
be cleared.

[Content](#) | [Formative Assessment](#) | [Instructional Strategies](#) | [Learning Engagement](#) | [Learning Community](#) | [Professional Responsibilities](#)

Observation

Scores could be
selectable or
validated.

Pre Conference

Observation

Post Conference

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Element	5	4	3	2	1
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.	Proficient		
	Descriptors				
Conceptual Understanding	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a)	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a)	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a)	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)
Task Analysis	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c)	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c)
Connections to Content	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g)	Uses purposeful and strategic questioning & facilitation strategies that result in students applying disciplinary knowledge to real world problems. (5b)	Uses purposeful questioning strategies and activities to activate students' prior knowledge and guide them to understand, question, reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f)	Uses questioning strategies and/or activities in order to develop students' understanding; guides students to question and/or reflect on ideas about the content. (4b, 4d, 8f)	Uses questioning strategies and/or activities to develop students' understanding of the content. (4b)

Comments

All Comments are optional

Comments

Score

Evaluator can print
report when completed
for signature
(6.3)

Evaluator Notes: These will not print on the output

Submit will be disabled
until all
required values are
submitted.
(6.1.4.5,6)

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Otherwise session is abandoned



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Otherwise session is abandoned

Evaluation Entry FormSubject: Observed Grade: Report Date:

If Clear All is
selected the
decision will be
validated:
Are you sure?

Need Help

[Content](#)[Formative Assessment](#)[Instructional Strategies](#)[Learning Engagement](#)[Learning Community](#)[Professional Responsibilities](#)

Observation

Element

Real-Time
Assessment

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the

5	4	3 Proficient	2	1
Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.			
Descriptors				
Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)

Comments Evaluator Notes: These will not print on the output



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Otherwise session is abandoned**Evaluation Entry Form**Subject: Observed Grade: Report Date:

Need Help ?

If Clear All is
selected the
decision will be
validated:
Are you sure?**Content** **Formative Assessment** Instructional Strategies Learning Engagement Learning Community Professional Responsibilities

Pre Conference

Observation

Post Conference

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Element	5 Meets criteria at levels 3, 4, and 5.	4 Meets criteria at levels 3 and 4.	3 Proficient	2	1
Descriptors					
Modeling or Constructing Knowledge	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for each sub-objective. (8d, 8e, 8f)	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for more than one sub-objective. (8d, 8e, 8f)	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	Models an exemplary product/ performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/ performance. (8d, 8e, 8f)
	<ul style="list-style-type: none"> Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. Scaffolds questions with increasing complexity or depth of content for each learner to gain thorough understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels. (6f, 8d, 8e, 8i) 	<ul style="list-style-type: none"> Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. Scaffolds questions with increasing complexity or depth of content to ensure student understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning. (8d, 8e, 8i) 	<ul style="list-style-type: none"> Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. Scaffolds questions to class to guide understanding and clarify misunderstanding. Solidifies learning after constructed experience with clear academic vocabulary or labels. (8d, 8e, 8i) 	<ul style="list-style-type: none"> Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i) 	<ul style="list-style-type: none"> Presents problem/situation with discussion. (8d, 8e, 8i)
Practice / Aligned Activity	Engages students in examining their own thinking and/or learning as well as the performance of others; students effectively provide support for one another as a member of a highly functioning learning community. (2b, 3b, 3c, 6d, 6f, 8d)	Provides sufficient, aligned practice or conceptual development activity for each sub-objective or constructed inquiry learning experience. Effectively guides and scaffolds students who need assistance and appropriately fades away or renews support as needed to ensure all students are challenged to move toward independence. (2b, 6d, 8d)	Provides sufficient, aligned practice or conceptual development activity to support successful learning of the lesson objective before independent practice Actively guides and scaffolds individual students as they practice the objective and move toward independence (e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning). (2b, 6d, 8d)	Provides opportunity for students to practice the lesson objective before independent practice is assigned; or provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective. (6d, 8d)	Assigns independent practice or conceptual development activity. (6d, 8d)
Feedback (during the lessons)	Students accurately apply specific feedback to advance their learning. (6d)	Provides effective, corrective, academic feedback, with precise labels, that is specific to the learner and aligned to sub-objective content. (6d)	Provides effective, corrective, academic feedback in order to promote learning and retention that: (1) is aligned to the objective; (2) references a specific level of skill or knowledge, and (3) is timely. (6d)	Provides corrective academic feedback that references a specific level of skill or knowledge. (6d)	Provides academic feedback during the lesson. (6d)
Monitor and Adjust	Utilizes appropriate overt responses, from all students at each sub-objective to either move forward or adjust one of the following: Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b)	Utilizes appropriate overt responses, from all students for most sub-objectives to either move forward or adjust one of the following: Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b)	Utilizes appropriate (provides relevant student performance information) overt responses, from most students (75% or more) at essential sub-objective levels to either move forward with/adjust instruction. (8a, 8b)	Utilizes overt responses from at least half (50%) of the students to either move forward with/adjust instruction. (8a, 8b)	Utilizes overt responses from less than half of the students to either move forward with/adjust instruction. (8a, 8b)
Analysis of Instruction	Articulates how the results of this lesson fit into the long range planning for the content discipline, and identifies effective steps for increasing student learning at the individual student level for the next lesson. (4f, 7f,)	Articulates how the results of this lesson fit into the content discipline and identifies effective steps for increasing student learning at the sub group level for the next lesson. (4f, 7f,)	Accurately identifies strengths and/ or weaknesses of the lesson, based on analysis of student work/results, and identifies effective steps for increasing student learning for the next lesson. (4f, 7f,)	Accurately identifies strengths and/ or weaknesses of the lesson, based on analysis of student work/results. (4f, 7f,)	Identifies strengths and/ or weaknesses of the lesson. (4f, 7f,)

Observation

Comments

Scores could be selectable or validated.

Comments

Comments

Comments

Comments

Comments

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[Home](#)[Formative Cycle Report](#)[Summative Cycle Report](#)[Blog](#)[Logout](#)User can logout only after save.
Otherwise session is abandoned**Evaluation Entry Form**Subject: Observed Grade: Content Rubric and Pre-Conference selected.
If User Logs in to get Pre-Conference values, only Pre-Conference Elements will appearReport Date: Need Help [?](#)If Clear All is selected the decision will be validated:
Are you sure?
Only the elements on this tab would be cleared.
[Content](#)
[Formative Assessment](#)
[Instructional Strategies](#)
[Learning Engagement](#)
[Learning Community](#)
[Professional Responsibilities](#)

Observation

Scores could be selectable or validated.

Element

Task Analysis

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

5	4	3 Proficient	2	1
Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c)	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c)

Comments

Score

Evaluator Notes: These will not print on the output

Evaluator can print report when completed for signature (6.3)

Submit will be disabled until all required values are submitted. (6.1.4.5,6)



Evaluation Field Document - Observation

This is a PDF Document.
Document should print in landscape orientation.

Print PDF

Content Rubric

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Element	5	4	3 Proficient	2	1
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.			
Conceptual Understanding	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a)	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a)	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a)	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)
Task Analysis	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c)	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c)
Connections to Content	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g)	Uses purposeful and strategic questioning & facilitation strategies that result in students applying disciplinary knowledge to real world problems. (5b)	Uses purposeful questioning strategies and activities to activate students' prior knowledge and guide them to understand, question, reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f)	Uses questioning strategies and/or activities in order to develop students' understanding; guides students to question and/or reflect on ideas about the content. (4b, 4d, 8f)	Uses questioning strategies and/or activities to develop students' understanding of the content. (4b)

Comments

Comments

Comments

Evaluator Notes: These will not print on the output

Formative Assessment

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the

Element	5	4	3 Proficient	2	1
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.			
Real-Time Assessment	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)

Comments

Evaluator Notes: These will not print on the output



Evaluation Field Document Post-Conference

Document should print in landscape orientation.

Content Rubric

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Element	5	4	3 Proficient	2	1
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.			
	Descriptors				
Content Accessibility	Guides students to create their	Incorporates multiple effective	Incorporates effective	Incorporates	Incorporates
	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty for all students within the lesson, as evidenced by adapted materials, modifications and tracking of relevant literacy performance data for each student. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced by adapted materials, student work, and modifications based on assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced in planning and assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty for within the lesson for less than half (6%-49%) of the students, as evidenced in planning and assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for some students (1%-5%) as evidenced in planning data. (2a, 2e, 5h)

Comments

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Formative Assessment

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the

Element	5	4	3 Proficient	2	1
	Analyzes and articulates student progress to guide planning; nearly all students (95 -100%) meet the lesson objective. (6c)	Analyzes and articulates student progress to guide planning; most of the students (75-94%) meet the lesson objective. (6c)	Analyzes and articulates student progress to guide planning; nearly all students (95-100%) demonstrate progress (growth). (6c)	Articulates student progress; 75%-94% of students demonstrate progress (growth).	Articulates student progress; less than 75% of students demonstrate progress (growth).
	Student Progress				
Correct Level of Difficulty	Produces evidence that real-time assessment(s) are at the correct level of difficulty at the individual student level. (2c, 6a)	Produces evidence that real-time assessment(s) are at the correct level of difficulty at the sub-group level. (2c, 6a)	Produces evidence that real-time assessments are at the correct level of difficulty for more than half of the students, as evidenced by pre/prior assessment(s) and student work. (2c, 6a)	Articulates that real-time assessments are at the correct level of difficulty for more than half of the students. (2c, 6a)	Real-time assessment(s) are at the correct level of difficulty for less than half of the students. (2c, 6a)

Comments

Comments

Evaluator Notes: These will not print on the output



Formative Cycle Report

Teacher Unique ID and Name
SCHOOL Name
ASSIGNMENT
Observed Subject/Grade

Rubric	Observation Cycle 1				Element Totals		Rubric Sum Points Possible		Comments
	Element	Pre	Obs	Post	Sum	Points Possible			
Content	Conceptual Understanding		4		4	5	15	25	<div>Comments</div>
	Task Analysis	2	3		5	10			
	Connections to Content		3		3	5			
	Content Accessibility			3	3	5			
Formative Assessment	Real Time Assessment	2	3		5	5	10	15	<div>Comments</div>
	Student Progress			2	2	5			
	Correct Level of Difficulty			3	3	5			
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10	15	30	<div>Comments</div>
	Practice/Aligned Activity		2		2	5			
	Feedback (during the lesson)		2		2	5			
	Monitor and Adjust		2		2	5			
	Analysis of Instruction			3	3	5			
Learner Engagement	Student-to-Student Interaction		2		2	5	11	25	<div>Comments</div>
	TeachertoStudent Interaction		1		1	5			
	Authentic Engagement/Quality of Work		2		2	5			
	Critical Thinking	3	3		6	10			
Learning Community	Routines and Procedures		3		3	5	9	20	<div>Comments</div>
	Responsibility for Learning		2		2	5			
	Monitoring and Responding to Student Behavior		2		2	5			
	Relationships		2		2	5			
Professional Responsibilities	Engagement in Meaningful and Appropriate...				0	5	0		<div>Comments</div>
	Collaboration with Colleagues				0	5			
	Engagement with Families				0	5			
	Communication with Families				0	5			
	Leadership				0	5			
Observation Total:							60	115	

Refinement:
Reinforcement:
Educator Goal
Educator Goal Met? ☐

Evaluator Name:
Teacher Name:
Date

Signature _____
Signature _____